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| --- | --- | --- | --- |
| **Unit Title: Migration** |  | **Grade Levels:** | 5th |
| **Subject/Topic Areas:** |  | | |
| **Key Words:** Migration |  | | |
| **Unit Designer:** TW |  | **Time Frame:** | Dec 5-9 |
| **School District:** | DoDDS Okinawa | **School:** | Bechtel Elementary |

**Link to Content Standards**

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| 5SS2: Students trace the routes of early explorers and describe the early explorations of the Americas.  5SS2.c: Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.  5SS4: Students understand the political, religious, social, and  economic institutions that evolved in the colonial era.  5SS8: Students trace the colonization, immigration, and settlement,  patterns of American people from 1789 to mid-l800’s, with  emphasis on the role of economic incentives, effects of the  physical and political geography, and transportation systems.  Social Studies Skills: Chronological and Spatial Thinking and Research, Evidence, and Point of View. |

**Brief Summary of Unit (including curriculum and unit goals)**

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| We will look at migration of the humans allowing the students to identify and take action on issues relating to human migration and immigration. We will work on our skills in research skills while exploring the migration process through websites, books, maps, and videos. |

**Unit Design Packet**

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| --- | --- |
| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

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| Students will understand how to: |
| * Improve their ability to analyze a graph after modeling. * How to research migration by taking notes, organizing specific data, finding and citing valid sources. |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

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| * Migration to the New World and why it is important? * How did migration of people affect their communities (both the world they left and the New World)? * How did the migration of people affect the habitat of the New World (exploration, cultural sharing, connections, structures, migration struggles, interaction, & conflict)? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

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| --- | --- |
| Students will know | Students will be able to |
| * Why people migrate | * Takes notes on important information |
| * The good and bad of human migration | * Research information |
| * How migration effected colonization | * Organize important information |
| * What changes migration has on the habitat | * Present effectively their expert information through presentation. |
| * How to research and organize with reason |  |
| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

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| 1. Each group will build a timelines of migration events. 2. Each group will map a route. 3. Each student will give a testament from research of his/her family past. 4. presentation to other students |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

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| 1. Conferences with each group and inter mixing of groups to assess how they are processing |
| **E** |

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| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Observe each group in progress * Conference during the week * Papers of all discussions, journals and group work (i.e. timelines and newsletters) will be kept in each group by bin and reviewed each night. |  | * Journal individually and discuss every afternoon. * Rubric for assessment of self /summative. |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

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| **Formal observations or interviews of students** Targeted UnderstandingCore Performance Task Group conferencing on-going | **Public performance**  Students will give a presentation in front of their peers and other teachers |
| **Written, oral, or visual (displayed) products in response to prompts**  Narrative, and time based presentations | **Student self-assessments, logs, and peer reviews**  Discussion throughout by journaling/vocal, self assessing rubric |
| **Student exhibits or models**  Web based or PPT based technology based presentation and mapping of migration of the various explorers to the New World | **Short-answer quizzes and tests**  N/A |

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| Task Title: |  | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

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**What is the purpose of this assessment task?** 🞎 Formative 🞎 Summative

**Through what authentic performance task will students demonstrate understanding?**

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| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
| To understand how migration patterns affect the habitat, cultures and history. |
| Students must be able to identify with the roles of the first people who migrated to America and the effects of migration time periods. |
| Other students from either a different school or within their school will be their audience for their closure presentation. |
| Students will create a class newsletter, migration timeline, create maps and write letters. They will also discuss how the migration process changed the habitat through constant dialog. |
| Students will research by tracing back their own roots and present their findings to the class. |
| The students will have a clear checklist of what will be done in the process of creating their final products. |

**What student products/performances will provide evidence of desired understanding?**

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**By what criteria will student products/performances be evaluated?**

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| ◼ |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🞎 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: Lab skills |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

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| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
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**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
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**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

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To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

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**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

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| Consider the WHERE elements from the *student’s* perspective |
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| **H** |